

Summer 7-17-2004

# ENG 2009G-051

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Summer 2004

## 2009--051

### Texts:

#### Common Readings

- Charters, *The Story and It's Writer*, 5<sup>th</sup> edition (all short readings from this text unless otherwise noted)
- Kingston, *The Woman Warrior*
- Woodson, *From the Notebooks of Melanin Sun*
- Mason, *Spence & Lila*
- Mukerjee, *Jasmine*

#### Group Project Readings

- Gaines, *A Lesson Before Dying*
- Anaya, *Bless Me, Ultima*
- Walker, *The Color Purple*
- Brock Cole, *The Goats*

### Course requirements and grading:

#### 1. Grades:

- Two out-of-class papers (10%; 25%) and a final exam (25%)
- Class participation (discussions and groups) and short writes (in and out-of-class) (20%)
- Group Novel Project (20%)

2. Plagiarism: Here is the English Department policy--"Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office." Included under plagiarism is the irresponsible handling of documentation—i.e., when the writer intends to misrepresent the use of another author's material.

3. Attendance: Class participation will make this course more enjoyable for us all; in addition, it is essential to your becoming a better, more able, and responsible reader and writer. In general, if you have a problem, please call me, send e-mail, or come in to my office to see me as soon as possible. **More than one unexcused absences will lower your class participation grade to an F.** As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." Also, please be on time--a significant pattern of tardiness will lower your class participation grade.

4. Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

5. Please feel free to arrange an out-of-class conference with me. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question!

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**Week One (May 17-21)**

**M—Introductions; Groups Assigned**

**T—Image project due; “A&P” & “Araby”**

**W—“Happy Endings” & “A White Heron”**

**TH—“No Name Woman” (in Kingston) & “Battle Royal”; draft of Paper #1 due (bring four copies to class)**

**F—Paper #1 due; Begin reading *House on Mango Street* (to p. 30)**

**Week Two (May 24-28)**

**M—*House on Mango Street* (complete the book); Group Meeting**

**T—*Melanin Sun* (to p. 50)**

**W—*Melanin Sun* (complete the book); Assign Essay #2**

**Th—“White Tigers” (In Kingston) & “The Things They Carried”**

**F—“I Stand Here Ironing” + “Lone Ranger and Tonto Fistfight in Heaven”; Group Meeting (at least half of the novel completed)**

**Week Three (May 31-June 4)**

**M—No class**

**T—drafts of Paper # 2 due; *Jasmine***

**W—*Jasmine*; Group Meeting (plans for presentation set)**

**TH—Paper #2 due; *Jasmine*; view video of interview with Mukherjee**

**F—*Spence + Lila* (to 79); Group Meeting (final presentation plans)**

**Week Four (June 7-10)**

**M—*Spence + Lila***

**T—Group presentations: *Goats and Bless Me, Ultima***

**W—Group presentations: *A Lesson Before Dying* and *The Color Purple***

**TH—Final Exam**

**(additional short readings and viewings may be assigned)**

**For each day that a paper or draft of a paper is not due, please prepare a short write containing the following: something you found especially interesting, odd, challenging, important in the readings for the day; a question/questions you would ask the author/s of the work/works read for the day; a brief speculative answer to the question/one of the questions. On the days papers are due, just prepare a question about the readings.**

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**2009-051 Group Project**

May 17--Groups/Texts will be selected

May 24—Brief group meeting to discuss early impressions of the novel and begin discussion of approach to presentation

May 28—At least half of the novel completed—continuation of discussion of the novel

June 2—Final plans/assignments for presentations (work toward a collaborative presentation style—for example, the theme sections might be approached as a dialogue among group members responding to prearranged questions)

June 4—Mock presentation

June 8 & 9—Presentations

Presentations should be approximately ½ hour and include:

- A handout to help the class follow the presentation
- Brief plot summary
- Highlights of themes, characters
- Analysis of the novels treatment of course themes—and how this handling/perspective fits into our class discussion of these themes
- One or two ideas introduced through outside research: film versions (a comparison of the treatment of a character or theme, for example); biographical insights (related texts by the author, for example); historical or social contexts (legislation or social practices at the time the story is set, for example)

If you wish to use any of the technological resources in our classroom, please talk with me about arrangements.